

1981 Alberta Social Studies Curriculum

..... *IN-SERVICE PROJECT:*

Value Objectives Module

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OVERVIEW AND INTRODUCTION

Welcome to this workshop on the values component of the Social Studies Curriculum. During this workshop, you will be examining relationships between competing values, social issues, and value objectives and the basic nature of the three categories of value objectives. Additional activities are provided, if time permits, for examining processes in value analysis and moral reasoning and for discussing some issues related to values education.

The activities in each section of the workshop have been designed for small group interaction with minimal direction by the presenter. In the estimation of the developer of this package, the first three activities are believed to be the most helpful in understanding the values component of the curriculum, given normal time constraints. The activities are organized in a recommended sequence with suggested time for completion. However, it is recognized that participants bring a wide variety of experiences and interests to the workshop and, therefore, are encouraged to begin with any of the activities and devote as much or as little time on them as is appropriate.

Sections Within the Value Objectives Module

Section One - Five Positions on a Social Issue - 45 min.

Section Two - Value Objectives on the Topic Page - 15 min.

Section Three - Types of Value Objectives - 30 min.

Additional Activities

Section Four - Analyzing and Resolving Value Conflicts - 20 min.

Section Five - Rational Analysis Approach - 20 min.

Section Six - Why Values Education? - 20 min.

SECTION ONE

FIVE POSITIONS ON A SOCIAL ISSUE

Purpose

The purpose of this activity is to examine the relationship between the competing values and the social issue.

Objectives

As a result of this activity, the participant will be able to:

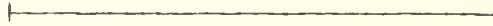
- a. describe the nature of a social issue and the role of the competing values in providing a focus or alternative perspective on the social issue.

- b. identify a strategy for describing a selected social issue.

Directions

1. The following activities focus on an issue related to Grade 9, Topic A: Selected Market Economies. The issue is "Should societies limit industrial growth?", and the competing values are "materialism and quality of life".
2. Complete the following questions individually.
 - a. Read one of the assigned positions, A. B. C. D. or E. (See Appendix 1)
 - b. Summarize into one statement the position that the reading takes on the social issue: Should societies limit industrial growth?
 - c. Place an "x" on the continuum where this position seems to be in relation to the competing values: materialism/quality of life.

Extreme focus on
economic wealth;
material consumption



Extreme focus on
social and psycholo-
gical well-being

- d. List up to 5 questions (who? what? where? when? why? how?) that should be researched before anyone ought to accept this position.
3. Share your work with the members of your group.
4. Discuss the role of the competing values in this issue. How might isolating these two particular values, materialism and quality of life, help someone deal with the issue? What other values have a bearing on the issue? How can one guard against over-simplification of the issue?

SECTION TWO

VALUE OBJECTIVES ON THE TOPIC PAGE

Purpose

The purpose of this activity is to examine the pattern inherent in the value objectives listed on each topic page.

Objectives

As a result of this activity, participants will be able to:

- a. Make statements expressing the relationship between competing values and value objectives.
- b. Identify the different types of value objectives.
- c. State the purpose of the questions in italicized print.

Directions

1. As a group, select one topic in the curriculum guide.

2. Examine the value objectives listed for this topic:
 - a. How are the values stated or implied in these objectives related to the competing values and the social issue?
 - b. How are these value objectives organized? In what sequence are they listed? (Read the section Value Objectives at the beginning of the curriculum guide, on pages 4 and 5.) Are the objectives organized the same way on other topic pages?
 - c. What purpose are the questions in italicized print intended to serve? Would you use them with your students as they are shown?

SECTION THREE

TYPES OF VALUE OBJECTIVES

Purpose

The purpose of this activity is to become more familiar with the types of value objectives in the curriculum.

Objectives

As a result of this activity, participants will be able to:

- a. discriminate among the different types of value objectives.
- b. design focus questions to help direct students toward achieving these objectives.

Directions

1. Survey Appendix II, Understand Values, Competencies, and Develop Positive Attitudes. These readings break down the three types of general value objectives into more specific categories. Note the sample objectives and sample questions provided for each specific category.
2. Match the objective to the specific category. Note: The first one is done already.

Value Objectives

- a. Identify the values of exploitation of resources and preservation of lifestyles as held by various groups during the exploration and settlement of Canada.
- b. Identify classroom, school, and community rules that reflect a primary concern for safety; for individual rights; for social orderliness.
- c. Develop empathy for others by recognizing that everyone has emotions and feelings.
- d. Develop an attitude of objectivity by examining problems arising from the interaction of different groups in Canada from more than one perspective.
- e. Rank order alternative positions on the use of natural resources based on the consequences of each.
- f. Identify value conflict situations in which some members of society feel that governments do too much and others feel that governments do not enough to meet people's needs.
- g. Develop a positive self-concept as someone capable of examining classroom, school, and community rules.
- h. Identify self-sufficiency and interdependence as two values influencing Alberta's links with other parts of Canada.
- i. Define the meaning of equality in a society that has a rigid class structure and its meaning in a society where no rigid class structure exists.
- j. Justify a chosen action based on how it contributes to the well-being of all members of society.
- k. Develop an appreciation of the beauty and symmetry of the natural environment including plant, animal, and earth elements.
- l. Identify ways in which our experiences with the environment influence the values we hold regarding the use of renewable and non-renewable resources.

SPECIFIC CATEGORIES

I. Understand Values

- a Identify values of self and others.
- ___ Identify values underlying institutions.
- ___ Identify values in conflict
- ___ Define the meanings of values
- ___ Describe behaviors that show specific values are held
- ___ Draw relationships between environment and values held

II. Competencies

- ___ in value analysis
- ___ in decision-making
- ___ in moral reasoning

III. Develop Positive Attitudes

- ___ toward self
- ___ toward others
- ___ toward learning and rational processes
- ___ toward human and natural environment.

3. Choose one value objective from each type and write one or two questions which could be used to direct students toward achieving each objective.

SECTION FOUR

ANALYZING AND RESOLVING VALUE CONFLICTS

Purpose

Individuals constantly make decisions and many of these decisions (particularly the difficult ones) involve competing or conflicting values. In this section you will be examining a situation which requires a decision. The situation is complicated by a value conflict.

Objective

As a result of this activity, participants will be able to:

- identify a simple strategy for analyzing and resolving value conflicts.

Directions

1. Read the following paragraph:

Conflicting values often cause us considerable discomfort and even anguish. Hunt and Metcalf cite the story of a secretary who had developed strong feelings of loyalty for her employer. He had provided good working conditions, liberal vacations, raised her salary several times, and even provided financial help for her aged mother. The secretary had recently discovered, however, that he had falsified his income tax returns. She, thereupon, sought advice from a local news columnist who gave advice to the lovelorn. She wanted to know what she should do—remain loyal to her employer and keep her mouth shut, or whether she should be honest and report him to the tax authorities. She was faced

with a conflict between two values, both of which she endorsed.

(Helping Students Think and Value, Jack Fraenkel p. 240, Prentice Hall, 1973).

2. Analyze the situation using the following questions as a guide.
 - a. What is the nature of the conflict?
What possible actions can be taken?
What are the alternatives facing the individual?
 - b. What do you feel the individual should have done?
Record the group's decision if consensus was reached.
 - c. What values were involved?
What basic beliefs or ethical positions are in conflict for the individual?

SECTION FIVE

RATIONAL ANALYSIS APPROACH

Purpose

The purpose of this section is to examine one approach to value analysis and moral reasoning.

Objectives

As a result of this activity, participants will be able to:

- a. identify several strategies for involving students in value analysis and moral reasoning.
- b. explain how the role exchange test, new cases test, universal consequences test, and the subsumption test are used to assess value positions on an issue.

Directions

1. There are three parts to this section. Begin with part one and proceed as far as possible in the time allotted.
2. Part One

Whenever you state a value conclusion, this is only part of an argument. If you said, "Students should learn inquiry processes," one could legitimately ask, "Why?" Your answer will either be another value claim, "Students should learn how to think critically," in which case you are claiming that inquiry leads to learning how to think critically (a factual claim), or a factual claim on its own: "Inquiry helps students to think critically."

- A. *Factual claim.* Inquiry processes help students to think critically.
Value conclusion. Therefore students should learn inquiry processes.

But note that this argument is also possible:

- B. *Factual claim.* Inquiry processes help students to think critically.
Value conclusion. Therefore students should *not* learn inquiry processes.

1. In order to link logically the factual claim to the value conclusion, one needs a standard, rule or principle which is acceptable to you. On what standard, rule or principle is argument A based? On what standard, rule or principle is argument B based?
2. What you will arrive at is a *sylllogism* (remember: Socrates is a man; all men are mortal; therefore Socrates is mortal), except, in the case of the above syllogisms, we are using value principles and conclusions, not just factual claims and conclusions.

If the following value conclusions and factual claims were offered, what value standard, rule or principle would logically relate the conclusion and factual claim? Concentrate on the *form* of the argument; whether or not the factual claim is true is not of importance at the moment, nor is whether or not you agree with the conclusion.

- (a) *Value principle.* _____
Factual claim. Children are people.
Value conclusion. Children should be treated with respect.
- (b) *Value principle.* _____
Factual claim. Hitting a child is a form of child abuse.
Value conclusion. Hitting a child is morally wrong.
- (c) *Value principle.* _____
Factual claim. Children can learn decision-making skills by being engaged in simulation games.
Value conclusion. Children should engage in simulation games.

Supply the missing value conclusion.

- (d) *Value principle.* Children should be allowed to do whatever they like providing it does not harm anyone else.
Factual claim. Watching T. V. for five hours a day does not harm anyone else.
Value conclusion. _____
- (e) *Value principle.* Only handicapped people should be given special consideration in school classrooms.
Factual claim. Students who wear glasses are not handicapped.
Value conclusion. _____

- (f) *Value principle.* All children have the right to receive an education in accordance with their abilities and potentialities.
Factual claim. Gifted children do not receive an education in accordance with their abilities and potentialities.
Value conclusion. _____

Which of the following arguments are valid arguments?

- (g) Any parent should have the right to teach his children anything he/she believes.
Mr. Jones believes that women are less intelligent than men.
Mr. Jones should have the right to teach his children that women are less intelligent than men.
- (h) Couples ought not to do anything expensive.
Having more than two children is expensive.
Couples ought not to have children.
- (i) Children should be given correct sex information.
Few schools give sex education courses.
Children should not be given sex education in schools.

Answers for (a) to (i) appear in the Appendix III section.

3. You have seen that a value conclusion (that something is good/bad; right/wrong; should/should not be done) is based on a value standard, rule or principle. The question now is whether or not the value standard is justifiable. How does one "test" this? According to the inculcation approach, the standard is taken for granted if it is socially acceptable; according to values clarification, so long as the seven steps of the valuing process have been carried out, the standard is acceptable; according to Kohlberg, it will be based on the stage of reasoning attained; but according to the rational analysis approach, the following sorts of things ought to be done.

The following situation has been presented to students and has been discussed:

The teacher had to leave the class in order to talk to a parent. The teacher told the class to get on with their work, and to behave themselves. When the teacher was out of the room several students began to fool around with a brand new thousand-dollar video T.V. camera and recorder. One student decided to push all the buttons simultaneously, and in so doing the whole equipment exploded. No one was hurt. The room was quickly cleaned up. On returning, the teacher noted the burnt-out equipment and asked what had happened. No one spoke. The teacher asked again, but still no one spoke. So the teacher decided to keep the class in until somebody told him/her what had happened. As there was a key baseball game immediately after school, many students were very upset, but the teacher was adamant.

Suppose the standard was forthcoming that "nobody should fink".

- (a) In the above situation suppose somebody was killed, then should you fink?
- (b) Suppose you are the member of a gang and the gang steals from a store. Although you were not present while the theft took place, you knew who had been involved. You are arrested and will be found guilty and sent to a detention centre, then should you fink?

Suppose the standard was forthcoming that you should always report somebody who causes trouble.

- (a) Suppose you are with a gang who damages some property. You, although not involved, are fined fifty dollars. You cannot afford this, but you know that you will be badly beaten up if you report the actual perpetrators. Should you fink?
 - What is the point of presenting these new situations?
 - If on the basis of these situations the original standard is rejected or modified, what has been learned?
 - Should a standard or principle be applied consistently?
 - Why or why not?
- (c) How would you feel if you were the teacher and were responsible for the video equipment?
- (d) How would you feel if you were a student who was a pitcher for the key baseball team, and you had not been involved in the destruction of the video equipment?
- (e) How would you feel if you were the guilty party?
- (f) What would you do if you were the teacher? The innocent student? The guilty student?
 - What is the point of asking these questions?
 - Suppose you decide from the innocent student's point of view that you should tell, but from the guilty student's point of view you should not?
 - Have you got any further in resolving the issue?
 - Suppose you decide that from everyone's point of view the guilty student should speak up (you even decide that if you were the guilty student you would and should speak up), then have you resolved the issue?
- (g) What would happen if nobody ever spoke up in a situation such as the one described?
- (h) What would happen if everyone in similar situations always spoke up?
- (i) What would happen if every teacher kept classes in whenever there was a situation in which a guilty person refused to admit guilt?

(j) What would happen if guilty people always admitted their guilt?

- What is the point of asking these questions?
- Suppose you decide that the universal consequences of doing something are undesirable, then should you do it?

Suppose you decide that the classroom incident is a case of the wider concern of whether or not the innocent should be punished along with the guilty in order to deter everyone from performing "criminal" acts. How would you test the principle that: (a) Everyone should be punished as a deterrent? (b) Only the guilty should be punished?

What you have done is (1) role-exchange (put yourself in the place of the most disadvantaged person and viewed the situation from that perspective to ascertain whether or not your principle is acceptable); (2) applied new cases (to see if your value principle is consistent and acceptable when applied to relevantly similar cases); (3) applied a universal consequences test (to determine the acceptability of your principle if everybody, or nobody, acted in a particular way); and (4) ascertained whether your value standard is derived from a higher value principle (asked yourself if the reason for accepting a particular principle, e.g., recognizing that nobody should steal unless stealing will save someone's life, is a higher value principle than merely not stealing).

Part Two

1. You have seen that there are several approaches to teaching about value issues and teaching value reasoning. Which approach(es) would you use in the following:
 - (a) Your students wish to explore the question, should people from country X be discriminated against?
 - (b) One of your students is constantly bullying a much younger child.
 - (c) Your students get into a heated argument concerning who is the best hockey player on the Montreal Canadiens team.
 - (d) One of your students has won a cash prize and cannot decide on what to spend his/her money.
 - (e) One of your students reasons that he/she should always do what is in his/her own best self-interest.
2. Many "models" for the analysis and resolution of value issues have been formulated. Some of these are within the parameters of one of the approaches already discussed, others synthesize ideas from several approaches. Read the following story and answer the questions.

Chris and his best friend Terry are in a drugstore. Terry wants a present for Mother's Day but hasn't enough money for an expensive bottle of perfume. Terry picks up the perfume and puts it into a pocket. As they are walking out of the store, Terry gives Chris the perfume to hide.

At the door, a clerk stops them and asks both of them to empty their pockets. What should Chris do?

- (a) Facts. What happened?
- (b) Alternatives. What could (might) Chris do in this situation?
- (c) Short-term consequences to Chris. If Chris does X, what might happen as a result?
 - Short-term consequences to others. If Chris does X, what might happen to Terry?
 - Long-term consequences to Chris. If that happens, then what might happen?
 - Long-term consequences to others. If that happens, then what might happen to Terry? To Chris's parents? To the store owner?
- (d) Which of these consequences would be good/bad? Why?
- (e) What should Chris do?
- (f) If Chris and Terry were not best friends, would/should it make any difference?
- (g) How would you feel if you were Terry? Chris?
- (h) What would happen if everyone stole from a store?
- (i) Is stealing ever right?

Part Three

Role-taking would appear to be a key attribute in the resolution of moral issues. Yet elementary students often have problems in taking the role of another person. Read the story below and the responses that follow. What do the responses indicate about the students' ability to role-take?

It is Terry's birthday. Everyone is happy and laughing. When the birthday cake is brought in, Terry bursts into tears.

Student A. I'd be happy, I like birthday cake.

Student B. Terry doesn't like cake, but I do.

Student C. Terry is crying because he's so happy.

Student D. Terry is crying because something has upset him.

He knows that everyone else is really very happy, but that they'll understand that he is upset.

Students can be helped to develop the ability to understand that people can be simultaneously and mutually aware of their own and others' motivations through role-playing.

The Smith family has a two-week vacation period. They must decide what to do during this period.

Mr. Smith. He wants a family holiday. As he can get the loan of a friend's cabin in the woods, he wants the whole family to go there. He points out that there will be swimming in a nearby lake, fishing, hiking and boating. The cabin even has a T.V.

Mrs. Smith. She too wants a family holiday, but she doesn't want to do any housework. She has saved up enough money for two weeks in a hotel, she wants to go to a seaside resort, where she can relax, swim and shop.

Michael Smith (age 8). He is a keen baseball player, and wants to go to a baseball camp for two weeks. He doesn't much care for family holidays. However, he hasn't got enough money to pay for the baseball camp.

Barbara (age 10). She is a keen swimmer and has represented her school and community in swimming competitions. She wants to go somewhere where swimming practice in a proper Olympic-size pool is possible, and that will mean going to a large city.

1. What is the problem? What does each member of the family want?
2. How would you select role-players? Should the players be volunteers?
3. What sorts of things could the audience be doing when the role-play is being undertaken?
4. When the role-playing is completed what questions might you pose? What activities would students perform?
5. Could the role-play be re-enacted? With the same players taking different roles? With different role-players?
6. How could/should the issue be resolved?
7. Through playing the different roles what could you learn?
8. What difference(s) would it make to the resolution of the issue if you were able to "put yourself into the shoes" of each family member.
9. What difference(s) would it make to the resolution of the issue if you could not role-take?

(The activities in section five are excerpts from Ian Wright's book, Elementary Social Studies, Methuen publications, 1980, pp. 119 - 125).

SECTION SIX

WHY VALUES EDUCATION?

- A. The following statement on values education from the April, 1979, edition of the National Council for Social Studies Journal, Social Education bears strong resemblance to the approach to valuing that exists in the Alberta Social Studies Curriculum.

Valuing

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual members. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations - society can contend with none of these without searching consideration of values.

Social studies education should, however, avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of behaving, or of particular positions on public issues, or even of basic cultural values. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

The role of the school as an agent for inculcating in the young, widely held societal norms, standards of behavior, and ideological preferences is complex. The issue is clouded with conflicting attitudes held by various groups. Cultural pluralism throughout the world rightly hinders the schools from seeking or producing uniform values among its students. It is well to remember that the school is properly only one force influencing the values of the young.

What the school can contribute is impressive. It can help the young recognize that among Planet Earth's people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school also can provide opportunities for free examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that although evidence is important, facts alone do not always determine people's decisions. There are times when people suspend judgment, and occasions when problems have no set answers. The expectation that problems can be examined in an increasingly sophisticated way can contribute to students' feeling of competence and sense of identity. Some may even have faith that thoughtful sensitivity to one's own values and those of others will foster decent and humane values.

The school itself is a special institution, and the values embedded in its daily operation can exert a powerful influence. The school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. Young children especially must learn the core values in the course of daily living; the school can hardly afford to escape its responsibilities to them. Fair play, justice, free speech, self-respect, decision-making opportunities, the right to privacy, and denial of racism ought to be expected for all students and teachers in every classroom. Schools have been more successful in professing values associated with human dignity than in putting them into daily practice. Indeed, in many schools the practice of those values would mean drastic change. Avoiding blind indoctrination need not mean blandly ignoring basic cultural values. Candid recognition that the school and its social studies programs cannot be value-free may foster the serious consideration of the proper role of the school.

N.B. The above article on valuing was drawn from Social Education April, 1979, page 265.

- B. In reviewing this article, participants may find it interesting and productive to reflect on the following significant questions. These questions have engendered some public interest in Alberta.
1. What is the appropriate role for schools in values education? Are there some areas of values that are a clear, shared responsibility between all social institutions? Are there some areas for which schools should have major responsibility? Are there some areas from which schools should be excluded?
 2. Are there some identifiable values that Canadian schools should attempt to deal with?

APPENDIX I

POSITION "A"

Industrialization has not resulted in a good life for mankind.
Consider this:

If a person tries to possess things in life just because his friends and neighbours do, he may build up an impressive collection of the latest in luxuries without really finding happiness. Many people today are saying: "Yes, we have been able to afford a comfortable home, an expensive car, a colour television, a boat, and two snowmobiles, but has this really improved the quality of our lives?" These people are not satisfied because, in order to own all the "good" things an industrialized society has to offer, they have spent a large part of their lives struggling to buy goods that they really do not need. In a way, they have been fooled into believing what all the commercials on television and other media have been telling them, that the good life can be found in a can of deodorant spray or in owning the latest labour-saving gadget. For all our sophistication, it seems strange that more people do not realize that we are victims of the Industrial Revolution. Ever since it began, people have spent their lives at work producing material goods and on their days off, they spend their time consuming these goods.

Because the system as it is presently organized demands a growing rate of consumption, industry must create needs solely to satisfy an increased ability to produce goods. It is becoming very difficult for the consumer to sort out what he really needs and what he has been told that he needs. People get caught up in the rush for new things, and friends become judged by what they own instead of who they are.

APPENDIX I

POSITION "B"

Much has been written on the effects of the Industrial Revolution on society. Some, impressed by the workers' struggle with machines, child labour, and the squalid conditions of urban housing, have written that it brought little but misery and poverty. But research proves otherwise. While it is true that the rise of prices after 1793 made many humble people in industrial England poorer, before the end of the war in 1815 industrial wages caught up with retail prices, and although in 1831 the cost of living had risen by 11 per cent, since 1790, wages had increased by 43 per cent.

It would have been strange, indeed, if the Industrial Revolution had simply made the rich, richer and the poor, poorer. For the products to which it gave rise were not, in general, luxuries, but necessities. The cottons and woollens, and food and drink, which now became available, were consumed not by the few, but by the majority of the people.

It is true that hours of labour were long and holidays few; there is a mass of evidence that employment in factories was harmful to the health and morals of the young also. A leading politician has recently spoken of the "mechanized horrors of the Industrial Revolution", and there can be little doubt that the deeper mines and more complicated machines brought new risks of mutilation and death. But against all this must be set the lessening of strain on those who worked in the heavy trades, and the decline in the number of crippled and deformed people that followed the introduction (in the hours of work for) women and young children, the rise in family earnings, the greater regularity of pay, and the gain in welfare that came as industrial work was taken out of the home...

Copyright: Gidney, Richard D., Man and Machine: What Price? p. 48-50

APPENDIX I

POSITION "C"

Growth in industry was believed to bring society a stream of benefits in the form of rising material wealth. In the early days of Industrial Revolution, people believed that it was not only natural for an industry to grow in size, but that growth should be its prime goal.

Today, because of this growth, we are said to be twice as "rich" as our parents, four times as rich as our grandparents, and incalculably richer than our distant forefathers. But no one would say that we are two or four times happier, or more content, or more fulfilled as individuals than they. More and more we ask if growth is not a mixed blessing, bringing additional material wealth on the one hand, but also bringing unpleasant or dangerous side effects on the other.

People are becoming concerned about the rapid use of non-renewable resources and about the eventual inability of the earth to absorb waste products. Today, global industry produces about 7% more than it did last year. Every 10 years, it doubles production. If industrial growth continues, in 50 years the rate of use of resources would have doubled five times. Consider also that each year, Americans, for example, throw away the following:

- (a) 214 million tons of carbon monoxide, sulfur oxides, hydrocarbons, particulates, and nitrous oxides (over a ton per American)
- (b) 55 billion tin cans (275 for each person)
- (c) 20 billion bottles (100 a piece)
- (d) 65 billion metal and plastic caps (325 each)
- (e) 7 million cars
- (f) 10 million tons of steel and iron scrap (an average of 1,000 pounds each)
- (g) 150 million tons of garbage and trash (4.1 pounds per person daily)

The immediate impact on humans is evident already, in statistics on the increase in cancer and lung diseases. We can only guess at the cost to humans of the long-term effect.

Copyright: Heilbroner, Robert: The Making of Economic Society, p. 180-192

APPENDIX I

POSITION "D"

In many parts of the world - Europe, North America, Japan, Brazil, Venezuela - the Industrial Revolution is now a way of life. Big farms, big factories, big cities, a money economy, machines and gadgets of all sorts are taken for granted. In other parts of the world - in many countries in Asia, Africa, and Latin America - the Industrial Revolution is still in its earliest stages.

In the context of the modern world, no country can be politically and economically independent unless it is highly industrialized. Nor can it achieve or maintain high standards of living, or end poverty, without the aid of modern technology in almost every sphere of life.

If technology demands the big machine, then the big machine, with all its implications and consequences, must be accepted. To cling to outworn and out-of-date methods of production is to arrest growth and development.

(Adapted from The Discovery of India by Jawaharlal Nehru, copyright 1945 by the John Day Company. Reprinted by permission of the John Day Company, publisher.)

I believe in materialism. I believe in all the benefits of a healthy materialism. Benefits like good cooking, dry houses, dry feet, sewers, drain pipes, hot water, electric lights. Benefits like automobiles, good roads, bright streets, long vacations away from familiar scenes, new ideas, fast horses, swift conversation, theaters, operas, orchestras. I believe in them all for everybody. The people who die without knowing these things - the people who die deprived - may be pure as saints and wise as poets. But if they are, it will be in spite of their deprivation - not because of it.

(Adapted from Economics: An Introductory Analysis by Paul Samuelson. Copyright 1976 by McGraw-Hill, Inc. Reprinted by permission of McGraw-Hill Book Company)

APPENDIX I

POSITION "E"

There are two ways in which science affects human affairs. The first way is familiar to everyone. Directly and indirectly, science produces aids that have completely changed human life. The second way is educational - it works on the mind. Although this is harder to see, it is no less important than the first way.

The most obvious practical effect of science is that it makes possible the invention of things that enrich life. Among them are the steam engine, the railway, electric power and light, the telegraph, the radio, the automobile, the airplane, and dynamite. To these must be added the life-preserving achievements of biology and medicine, especially the production of pain relievers and the discovery of ways of preserving food. All these inventions have a great practical benefit for man. They free him from long hours of muscle work, which he once needed for a bare existence.

On the other hand, technology has also caused mankind serious and difficult problems. It has shortened distances and created powerful new means of destruction. In the hands of nations that claim complete freedom of action, these weapons become threats to the security and survival of mankind.

Means of communication - especially the printed word and radio - can be dangerous. When combined with modern weapons, they have made it possible for a strong government to gain complete control over its people. Modern dictatorships and their destructive effects show plainly that we are not using our scientific achievements only for the benefit of mankind.

It stands to the everlasting credit of science that it has overcome man's fears of himself and of nature. In addition, mathematics has made possible great accuracy in stating natural laws and in checking them by experience. Each generation has been able to build on the knowledge and understanding gained by the previous generation.

The general public may not be able to follow all the details of scientific research. However, it can grasp at least one great and important gain. It knows that human thought is dependable and natural law is universal (the same everywhere).

(Adapted from Out of My Later Years by Albert Einstein, pp. 135-137)

APPENDIX II

UNDERSTAND VALUES

1. Identify the values as indicated in the following:

- goals or purposes
- aspirations
- attitudes
- interests
- feelings
- beliefs and convictions
- activities
- worries, problems, obstacles

a. Of self and others

Sample Objectives

- Identify productivity and leisure as values influencing the activities of Albertans, past and present (Topic 4B)
- Identify values of co-operation for mutual benefit and competition for power in specific historical episodes (Topic 5A)
- Identify materialism and quality of life as two values influencing perspectives on industrial growth in market economics (Topic 9A)

Sample Questions

- What does this person/these people seem to consider important?
- How important is this to these people/to you?
- What other value(s) does this person/these people seem to consider very important?

b. Underlying institutions

Sample Objectives

- Identify self-sufficiency and interdependence as two important values affecting the nature of Alberta's ties with other parts of Canada and the World (Topic 4C)
- Identify social equality and personal advancement as two values that people may hold in resolving issues of basic needs (Topic 6A)
- Identify cultural values in a non-industrial society which are central to that society's way of life (Topic 7B)

Sample Questions

- What values does this institution seem to support?
- What values are reflected in the way that this operation seems to operate?

c. In conflict

Sample Objectives

- Identify conservation and consumption as values underlying alternative points of view about the use of renewable and non-renewable resources in Alberta (Topic 4A)
- Identify the values of technological development and maintenance of traditions as being in competition in China and/or South East Asian societies today.

Sample Questions

- What are the values underlying these alternative positions?
- What are some alternative value positions in this issue?

2. Define the meanings that self and others apply to specific values.

Sample Objectives

- Define the meaning of work and leisure to different people in the past, present and future (Topic 4B)
- Define what is meant by ethnocentric and empathetic value perspectives (Topic 7B)
- Define loyalty and reform from different perspectives (Topic 8A)

Sample Questions

- What does this value mean to most people? to people in this group?
- What does it mean to you? How would you define it?
- What agreement can be found on the meaning of this value?

3. Describe human behaviors which show that self and others hold specific values.

Sample Objectives

- Identify and describe ways in which families show that they value being like other Canadian families.
- Identify and describe ways in which families show that they consider the preservation of some cultural and ethnic traditions to be important (Topic 1C)
- Identify classroom, school, and community rules that reflect a primary concern for safety; for individual rights; for social orderliness (Topic 2A)

- Describe behaviors of producers and consumers which demonstrate that both materialism and quality of life are valued in a market economy today (Topic 9A)

Sample Questions

- How do people behave in a selected situation if they hold this value?
 - What did this person/these people do which shows that they consider this value to be important?
4. Draw relationships between the human and physical environment and the values held.

Sample Objectives

- Infer the relationship between various community characteristics and the values of privacy and sociability (Topic 2B)
- Identify ways in which our experiences with the natural environment influence the values we hold with respect to the use of natural resources (Topic 4A)

Sample Questions

- What impact do aspects of the human/physical environment have on these people's/your values?
- Which of our values are shaped by the environment?

Sample Activity for Identifying Values

1. Present a value incident (a statement, argument, description, or illustration that indicates what an individual or group value).
2. Have students analyze the value incident in terms of the values they think it reflects.
 - e.g. - What is this (story, picture, etc.) about?/ What is happening in this incident?
 - What do you think are the main character's/group's reasons for saying or doing this?
 - What do these suggest to you about what is important to this individual/group? Why?
3. Involve students in reflecting on the value(s)
 - e.g. - Why do these suppose people consider this important?
 - Would you support such a value yourself?

(Fraenkel, Jack R., How to Teach About Values, Prentice-Hall, 1977, pp. 98-100).

APPENDIX II

COMPETENCIES

1. In value analysis

Analyze the values of self and others as evident in alternative value positions, alternative courses of action, consequences of actions, institutional goals and functions and individual and group behavior.

- a. To determine priorities
- b. To determine value conflicts
- c. To determine factual assumptions, logical inconsistencies, and inconsistencies in behavior.

Sample Objectives

In value analysis:

- by classifying communities in terms of opportunities they provide for privacy and sociability (Topic 2B);
- by examining the consistency between what people say is important and how they act, regarding the use of natural resources in Alberta (Topic 4A);
- by comparing different views on the kinds of human resources Albertans may need for the future (Topic 4B);
- by identifying the assumptions made by those favouring and by those opposing resource development (Topic 5B);
- by identifying value conflict situations in which some members of society feel that governments do too much and others feel that ~~governments~~ do too little (Topic 6C);
- by assessing the effects of change on the dominance of particular values (Topic 11A).

Sample Questions

- Which alternatives, positions, actions seem to support this value? Why do you think so?
- In what way do values come into conflict in this situation?
- What assumptions underlie this value position?
- What logical inconsistencies are present?
- What similarities and differences are evident in the way that members of this group view this value? these values?
- In what ways are these actions consistent with the values held?

- To what extent are the consequences consistent with the value held?

2. In decision-making

Make decisions by rank-ordering and by choosing from a set of values, alternative positions, or possible actions in accordance with personal values and other personally selected criteria. Such criteria may include moral, legal, aesthetic, ecological, economic, health and safety considerations.

Sample Objectives

In decision-making:

- by identifying personal values reflected in making a choice between co-operation and individual initiative;
- by identifying appropriate actions in school, home and neighborhood consistent with one's chosen value (Topic 3B);
- by rank ordering alternative positions on the use of natural resources, based on the consequences of each (Topic 4A);
- by choosing the alternative value position that appears to be of the maximum benefit to the people in a region (Topic 5B);
- by predicting the consequences of changing the extent of government involvement in providing services to certain members of society whose needs differ. (Topic 6C);
- by examining the desirability and feasibility of modifying Canada's political and economic system, according to a personal value position (Topic 12A).

Sample Questions

- What are some alternative courses of action?
- What might be the consequences of each?
- Which is most consistent with my value position?

3. In moral reasoning

Reason morally about the broader implications of a chosen solution or planned action by applying the following:

- a. consistency with such broad principles as human survival, human dignity, and justice;
- b. role exchange test;
- c. new cases test;
- d. universal consequences test;
- e. subsumption test;

Sample Objectives

In moral reasoning:

- by assessing one's preferred rules in terms of their consequences for self and others (Topic 2A);
- by defending one's choice based on the longterm consequences of each alternative for change (Topic 8A);
- by supporting a personal position of the issue with a defence based on the principle of human dignity (Topic 9B).

Sample Questions

- How will that contribute to the survival of mankind? How will that make others feel? Is it fair to others?
- Are you willing to exchange places with the person(s) most disadvantaged in this situation?
- Does the value principle underlying your choice apply equally well to similar relevant cases?
- What would happen if everyone did that? How would you like it if everyone did that?
- Can you accept the higher order value principle upon which the value principle used to justify your choice is based?

Sample Activity for Developing Competencies

1. Clarify what the value conflict is about.
2. Then ask for facts.
3. Ask for alternatives.
4. Ask for consequences of each alternative.
5. Ask for evidence to support the likelihood of each consequence occurring.
6. Ask for an evaluation of the desirability of likely consequences.
7. Ask for a judgment as to which alternative seems best and why.

Following is a set of questions organized along those lines:

1. What is this incident about? (What is the dilemma?)
2. What might be done to resolve this dilemma? (What alternatives are open?)

3. What might happen if each of these things are done? (What might be the consequences of the various alternatives?)
4. What might happen to those who are not immediately involved? (What might be the long-range as well as the short-range consequences?)
5. What evidence, if any, is there that these consequences would indeed occur?
6. Would each consequence be good or bad? Why?
7. What do you think should be done? (What do you think is the best thing for you to do?) Why?

Sample Activity - (Fraenkel, Jack R., How to Teach About Values, Prentice-Hall, 1977, p. 130)

APPENDIX II

DEVELOP POSITIVE ATTITUDES

1. Develop positive attitudes toward self as someone who is
 - a. significant
 - b. capable of learning and becoming an effective citizen
 - c. responsible for personal/social development

Sample Objectives

Develop attitudes:

- of self worth, by forming positive feelings about the human body and its functions (Topic 1A);
- of positive self-concept, by viewing oneself as an effective citizen capable of examining classroom, school and community rules (Topic 2A);
- of confidence in one's personal ability to influence a Canadian institution (Topic 8B).

Sample Strategies

- Through positive rewards, encouragement
- Through experiencing success and reflecting on it
- Through direct involvement in a specially designed activity.

2. Develop positive attitudes toward others
 - a. by being tolerant and accepting of others
 - b. by showing respect and concern for others
 - c. by appreciating the contributions of others to the improvement of society

Sample Objectives

Develop attitudes:

- of empathy for others, by recognizing that everyone has feelings and emotions (Topic 1A);
- of appreciation for others, by recognizing the efforts of other family members in fulfilling their roles and responsibilities within the family (Topic 1B);
- of empathy for people in culturally distinctive communities faced with pressure to change their lifestyles (Topic 3C).

Sample Strategies

- Through role-play/simulations
 - Through speaking and writing from another's perspective
 - Through increased knowledge, i.e. reading, viewing, listening
 - Through direct interaction
 - Through field trips/classroom visits
3. Develop positive attitudes toward learning by becoming committed to rational processes as a means of resolving social issues. This includes:
- skepticism
 - objectivity
 - tolerance for ambiguity
 - open-mindedness
 - tentativeness of interpretations and conclusions
 - respect for evidence

Sample Objectives

Develop attitudes:

- of open-mindedness, by being willing to question the views of others on a proper balance between work and leisure (Topic 4B);
- of objectivity, by demonstrating an ability to examine problems from more than one perspective (Topic 9A);
- of respect for evidence gathered in support of alternative views (Topic 5B);
- of respect for free and open inquiry, by demonstrating a willingness to question the values which underlie continued industrial growth (Topic 9A).

Sample Strategies

- Through direct experience in inquiry
 - Through teacher directed classroom discussions
 - Through positive rewards and encouragement
 - Through exemplary teacher behavior
4. Develop positive attitudes toward the human and natural environment.

Develop attitudes:

- of appreciation for the beauty and symmetry of the natural environment including plant, animal and earth elements (Topic 4A).

Sample Strategies

- Through field trips
- Through increased knowledge i.e., reading, viewing, listening.

APPENDIX III

ANSWERS TO QUESTIONS IN SECTION FIVE

Part 1

- a. Value principle is, "People should be treated with respect."
- b. Value principle is, "Child abuse is morally wrong."
- c. Value principle is, "Children should engage in that which teaches decision-making skills."
- d. Value conclusion is, "Children should be allowed to watch T.V. for five hours a day."
- e. Value conclusion is, "Students who wear glasses should not be given special consideration."
- f. Value conclusion is, "Gifted children should receive an education which is in accordance with their abilities and potentialities."
- g. Valid argument
- h. Invalid argument
- i. Invalid argument

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